

CHAPTER I

INTRODUCTION

This chapter explains the whole content of this research including, background of the study, research question, purposes of the study, delimitation of study, significance of the study, and definition of operational key terms.

A. Background of the Research

Writing can be said to be one of the important skills to be learned or taught to students. In addition, writing is also a skill that is very difficult to learn compared to speaking skills, because students must understand several aspects that have been determined. Writing does require a lot of time to think in order to generate ideas into a good writing framework. That means, students should to know what aspects should be applied before they start writing. According to Koeslaman, et al (2021), there are several aspects of writing, such as spelling, capitalization, word choice, and grammar, as well as the ability to create coherent sentences in written discourse. Therefore, students should first pay attention to what aspects should be present before writing a text.

Based on the description above, it can be interpreted that these components greatly influence the learning process. If one of these components is missing, then learning outcomes will not be realized and achieved well. So this can be interpreted as a form of difficulty experienced by students in receiving learning in a foreign language, especially English. This difficulty in learning is related to the four English language skills, namely writing, reading, speaking and listening (Husni and Saputri, 2023). Therefore, researcher are

expected to be able to find problems and difficulties directly for students when writing.

The difficulties in learning English is a common process in learning activities experienced by students. Moreover, students whose daily language is still their mother tongue then receive learning that requires them to learn a second language. Viewed from the perspective of the world of education, difficulties in learning a foreign language can involve two factors, namely the teacher and the students involved. In order to find out these problems, researcher have carried out pre-observations to find out what factors cause these difficulties to exist. Thus, the researcher concluded that there were two factors that caused learning difficulties to occur, namely internal factors and external factors.

In the next description, the researcher explains the factors that become obstacles for teachers to teach English. As mentioned above, obstacles for teachers are also divided into internal factors and external factors. Internal factors include (1) lack of training taken by teachers to upgrade their skills, (2) monotonous or less varied methods and media used in the learning process, and (3) age factors which may cause a decline of teacher performance. Furthermore, the external factors, including (1) the lack of availability of supporting facilities for learning devices, for example in terms of technology, and (2) limited time management needed to teach students.

Next, the researcher explain the factors of students' difficulties in learning English. There are two factors that trigger the problem of students' weaknesses in learning English, namely internal factors and external factors. The internal factors are factors that come from within the students themselves, including (1) lack of motivation to learn English, (2) the emergence of a feeling of laziness in students to learn English, and (3) students find it difficult to concentrate during the learning process. Furthermore, there are external factors that originate from outside the environment, including (1) a family environment that does not support students learning new things, (2) a lack of facilities and infrastructure that support the learning process, (3) a social environment at school that does not support, and (4) frequent changes related to the curriculum in schools.

Based on the problems experienced by teachers and students, one of solution to overcome them is to use technique, method, media, and others to make the learning process more effective. In this case, the role and responsibility of a teacher is very important for students. Whether it is the method or media used when teaching to the goals to be achieved in the classroom by considering the characteristics of students in the classroom (Graham, 2019). As such, researcher combine these solutions by using methods and techniques to be used in learning process activities. Based on the explanation above, it can be concluded that teachers have a big challenge to improve students' writing skills. In addition, a teacher is required to be creative and full of strategies in teaching writing.

Based on the description above, researcher have described several general problems that become obstacles for students and teachers in giving and receiving quality English. These obstacles can result in a decline of education in Indonesia in terms of learning foreign languages. Therefore, by looking at the problems that occur between students and teachers, researcher try to provide solutions to these problems. So, researcher tries to combines teaching methods with media to develop writing skills in English. Improving English writing skills is the focus of this research. By providing this solution, researcher hope to be able to reduce erode the chain of problems directly by students and teachers during the process of learning a foreign language.

Referring to the methods and media used by teachers to teach in class, researcher tries to combine these methods and media during learning activities. The learning method using project-based learning with picture media (Chadafi and Syarifudin, 2021) is the focus of this research. The project-based learning method is an effective method used by teachers for the learning process, where students are more active and able to face problems directly (Nurbani et al., 2021). The objectives of the project-based learning method include getting students to participate actively when learning in class, being able to explore writing skills in English, developing students' creative ideas through real-life phenomena, being able to improve students' critical thinking both through collaboration and communication (Setyorini, 2018). The results of previous research by (Chadafi, 2021; Nurbani et al. 2021; Nursalimah et al., 2020; Salsabila, 2018) concluded that the English language

learning process using the project-based learning method is quite effective for students who are learning a second language.

Furthermore, speaking of media, the author uses image media in this research. One of the image media that the author adopts in this study is storyboard image media. Storyboard is a learning media presented in the form of a series of pictures attached to the board, in chronological order. In short, storyboard can be interpreted as a series of pictures that are made sequentially and form a storyline. Furthermore, Imbar (2021) state that storyboard can be made like picture stories or simple comics. Image media is suitable for use in teaching and learning activities, because it can attract and motivate students to develop writing skills for students (Vanesa et al., 2021). By using image media, students will find it easier to develop ideas that they will express in the form of writing according to the narrative or sequence of activities provided in the picture. In addition, students will not feel bored and recount text writing skills will develop well. Therefore, the use of storyboard image media is very useful to support the learning process, especially in writing English recount text.

Based on the explanation above, the researcher focuses on teaching writing, especially recount text in English by using methods and media that are collaborated into one in teaching and learning activities. Reviewing from previous researchers related to using project-based learning as a teaching method conducted by Chadafi and Syarifudin (2021) with the title *The Effectiveness of Project-Based Learning to Students Ability in Writing*

Recount Text. The study found that the project-based learning method is effective in teaching and learning activities, where students are easier to express their ideas in writing text in English, especially in this context is recount text. The researcher Chadafi and Syarifudin (2021) recommended to future researchers to further research by using project-based method when combined with certain learning methods or models. Therefore, in this study, the researcher combines project-based learning method with storyboard media with the title The Use of Project Based Learning and Storyboard to Teach Writing Recount Text for the Eighth Grade Students of SMP Negeri 1 Maospati.

B. Delimitation of the Research

Based on the research background, the researcher provides research boundaries. Given the limitations possessed by the researcher, the researcher focused the study only on teaching writing recount text using project-based learning methods and storyboard media for students in class VIII D of SMP Negeri 1 Maospati.

C. Research Questions

Based on the statement above, research tries to answer these problems. The researchers formulate research questions, as follows:

- 1) How is the use of project-based learning and storyboard to teach writing recount text for the eighth-grade students?

- 2) What strengths are found in the use of project-based learning and storyboard to teach writing recount text for the eighth-grade students?
- 3) What weaknesses are found in the use of project-based learning and storyboard to teach writing recount text for the eighth-grade students?

D. Purposes of the Research

Based on the research questions above, the researcher obtained the research objectives, as follows:

- 1) To find out how the use of project-based learning with storyboard media for eighth grade students of SMP Negeri 1 Maospati.
- 2) To find out the strengths in the use of project-based learning and storyboard to teach writing recount text for eighth grade students of SMP Negeri 1 Maospati.
- 3) To find out the weaknesses in the use of project-based learning and storyboard to teach writing recount text for eighth grade students of SMP Negeri 1 Maospati.

E. Significance of the Research

The results of this study are expected to contribute to teachers, students, researchers, and readers.

1. Teachers

It is hoped that the results of this study can inspire teachers out there, especially English teachers, to provide methods, media, and strategies to support project-based learning processes using picture media. This does

not only make students enthusiastic about learning, but also to inspire the teachers. In addition, using various methods and media can increase knowledge and skills for teachers to improve the quality of teaching and learning using English.

2. Students

The results of this study are expected to be useful for students to improve students' writing skills, especially in writing recount text using English. The application of project-based learning using picture as a media makes it easier and more enthusiastic for students to listen to and understand the material explained by the teacher. This will make students' writing skills develop well.

3. Other Researchers

Based on the results of this study, the researcher hopes that this research will contribute to future researches. It is hoped that future researchers will be able to conduct more detailed research on the use of project-based methods using this media as a comparison. In addition, future researchers can conduct research at different student levels using different types of text.

4. Readers

The author hopes that readers can learn or get information and knowledge after reading this proposal. It can also improve writing skills for readers who take advantage of it. In addition, readers can also provide

information to other readers about learning to write English text by using project-based learning and supporting media.

F. Definition of Key Terms

Based on the understanding put forward by several experts as the background of this research, researcher can formulate the following meanings:

1. Writing Skill

Writing is communication or the process of conveying messages to others, through the form of a piece of writing. With the aim, the message conveyed can be well received and understood by the reader. In other words, writing is an indirect means of communication.

2. Teaching Writing

Teaching writing is a teaching and learning process to provide a series of information and knowledge given by the teacher to students. The teacher's role as a model, facilitator, helper, and a decision maker are very much needed for the process of learning to write. Not only mastering learning material, but should be able to create a teaching and learning process that attracts students' interest so they do not get bored easily. In this context, especially teaching writing.

3. Recount Text

Recount text is a way of retelling an important event or describing an experience that happened in the past. The purpose of recount text is to

inform and entertain readers by recounting the sequence of events. Because recount text is about events in the past, it uses the past tense to write a recount story.

4. Project-Based Learning

Project-based learning is one of the most effective learning methods used by teachers, because it is student-centered. Students will be faced with real problems directly and are expected to be able to solve these problems. This can provide meaningful learning to students to develop their knowledge, skills and attitudes. On the other hand, students can think critically using this method, both individually and in groups. Thus, project-based learning can make students and teachers more active, creative, and enthusiastic about carrying out the teaching and learning process.

5. Storyboard Media

Storyboard are learning media provided in the form of picture attached to a board or foam in chronological order. The picture presented do not only consist of one theme, for example themes about daily activities, holiday to the beach, how to make a cup of tea, etc. Each theme presented usually consists of 6 to 7 pictures, where each picture has been given a way to make a sentence.